

Clause 1 that the Title and the Preamble were added to the Bill.

Motion to pass

Smt. GRACE TUCKER.—I beg to move:

“That the Mysore University (Amendment) Bill, 1961, be passed.”

Mr. DEPUTY SPEAKER.—The question is:

“That the Mysore University (Amendment) Bill, 1961, be passed.”

The motion was adopted

Sri C. J. MUCKANNAPPA.—I rise to a point of order. When the Deputy Minister was not able to reply to the debate on the Bill, how can she move that the Bill be passed?

Mr. DEPUTY SPEAKER.—She can. There is no point of order.

THE MYSORE COMPULSORY PRIMARY EDUCATION BILL, 1961

Motion to Consider

Smt. GRACE TUCKER.—I beg to move:

“That the Mysore Compulsory Primary Education Bill; 1961. be taken into consideration.”

Mr. DEPUTY SPEAKER.—Motion moved:

“That the Mysore Compulsory Primary Education Bill, 1961, be taken into consideration.”

Smt. GRACE TUCKER.—Sir, in moving this Bill for consideration, I would like to say that the Directive Principles contained in Article 45 of the constitution stipulates that within the ten years compulsory education should be introduced. It is a fact, however regrettable it may be, that we did not find it possible to fulfill in responsibility in all the areas of the State, in fact in all the areas of the country. We have therefore felt that before the Third-Five Year Plan, compulsory education for all children between 6 and 11 should be introduced. With this object in view, this bill has now been placed in the hands of Hon'ble Members.

I would also like to point out that different laws concerning compulsory Primary Education prevail in the different integrating areas of the State. Chapter VI of the compulsory Mysore Education Act, 1941 envisages such compulsion. So also, the Madras Elementary Education Act, 1920 Chapter V, the Bombay Primary Education Act, 1947, Chapter VI, and the Hyderabad compulsory Primary Education Act

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makes provision for compulsory education. The bill placed before the House now is intended to consolidate the various measures and chapters contained in the various enactments of the integrating areas. While attempting to bring in uniformity in the acts. I would like to submit that the various Chapters of the various integrating areas will be gradually brought into the comprehension of this bill. In fact we have been continuing to act under those provisions.

I may also state that model bill has been sent us by the Government of India and the pattern of this bill has been drawn upon on that basis.

With regard to the salient sections of the bill, Section 3 enables the State Government to direct by notification that Compulsory education be brought into force in specified areas other the Bombay area and the municipalities of Bellary and Madras area, because that comes under section 4. Compulsory education would come in from the commencement of such academic year that will be specified by the State Government by Government order or by notification and for children within such age group as may be specified in the area which would be taken up and which would be specified of course, there is a provision that if necessary facilities have not been provided in certain areas of the State and the State Government is aware of it, then the order. Would not be put into effect till the necessary facilities are provided.

With regard to the Bombay area and the municipalities in the Madras area Bellary District, Section 4 would apply in respect of the District School Board or authorised municipality in the Bombay area or a municipal council in the Madras area Bellary District particularly the Municipalities, of Mangalore, Udipi and Hospet. They have Boards or Council and committees and these would be called upon to submit schemes of compulsory education within a certain specified time by the State Government and in has been provided that if they do not implement it, the State Government would take action to see that the Scheme would be prepared in such areas.

Section five is also important. It lays down provision for attendance authorities who would be appointed or nominated by the Director of Public Instruction in consultation of course with the Government other than the Madras and Bombay area where the municipal authority would make the appointments.

Sri B. G. KHOT.—Why this not applied to Bombay and some other areas ?

Smt. GRACE TUCKER.—Because in the Bombay area they have District School Boards and Municipal School Boards and these would function and not the Director in such appointments.

Sri B. G. KHOT.—If the provision for attendance authorities is applied to these areas also, that would help in making compulsory education more compulsory.

Smt. GRACE TUCKER.—The attendance will be appointed but the nominating or the appointing authority would not be the Director of Public Instruction but the Municipal School Board or the municipality or the local committee.

Sri J. B. MALLARADHYA.—But at present such attendance authorities are not functioning in those areas ?

Smt. GRACE TUCKER.—They do not have.

Sri C. J. MUCKANNAPPA.—By whom would the local committees be appointed ?

Smt. GRACE TUCKER.—By the Municipal Boards, of course.

Mr. DEPUTY SPEAKER.—The Hon'ble Deputy Minister may continue after tea recess.

The House adjourned for recess at three of the Clock and reassembled at Thirty Minutes past Three of the Clock.

(Mr. DEPUTY SPEAKER in the Chair)

Smt. GRACE TUCKER.—I was just saying that the attendance authority mentioned in section 40 of this Act is an important institution and on him or it, would vest much of the success of this Act. He would have several pieces of work to do. He would have to list the children in the locality where he is the attendance authority. He would have to elicit information from parents with regard to their children and parents would be bound to give information which is required and he would have further to notify parents about compulsory attendance.

Sri J. B. MALLARADHYA.—Is he going to be an officer and what is his status ?

Smt. GRACE TUCKER.—He would be an officer. Under section 19 on page 11, he would be deemed to be a public servant within the meaning of section 21.

Sri J. B. MALLARADHYA.—What is the status of this attendance officer?

Smt. GRACE TUCKER.—That is not yet decided. An important section would be the responsibility on the part of the parent to cause his child to attend the school.

I would like to draw the attention of the House to section 10 where children should not be employed so as to prevent them from attending school, and section 11 where primary education would be free. In cases where fees are levied, the Director would have to take steps for the purpose of ensuring pre-primary education for the child.

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I would also like to draw attention to clause 9 where provision is made for passing attendance orders by the Attendance Authority after holding an enquiry in the case of a child who is not attending school. The penalty for contraveing the sections of compulsion would be found on page 10 of the Bill in the clauses 13 and 14. If the parent or custodian of the child fails to furnish information he shall on conviction be punished with a fine of Rs. 25. If an attendance order is passed in the case of a parent he may be punished with a fine not exceeding Rs. 2 and in the case of continuing contraventions with a fine of 15 nP per day subject to a maximum of Rs. 100. The penalty for contravening clause 10, that is, where he employs the child so that the child is not able to attend the school would be a little more stern and he would have to pay a fine of Rs. 25 and in the case of continuing contravention an additional fine of Re. 1 every day. The courts competent to try these cases within city limits is the City Magistrate and in villages primary school panchayat courts. In the case of a village which has no such court a court will be formed with 3 persons, one being the village panchayat chairman, the other being the vicechairman and the third a lady member who would be appointed. Where the person who commits the offence of not sending his child to school resides in a town panchayat within the jurisdiction of a village panchayat, he would come within the jurisdiction of the village panchayats he would come within the jurisdiction primary school panchayat courts constituted under the Mysore Village Panchayats and Local Boards Act, 1959.

Then I would like briefly to draw the attention of Hon'ble members to the financial memorandum on page 16. The total estimated population at the end of 1965-66 is estimated at 272 40 lakhs. By the end of 1960-61, 21.44 lakhs children would be in school leaving a balance of 9.94 lakhs to be brought to school within the next five years.

With these words I commend the Bill for the consideration of the House.

†Sri J. B. MALLARADHYA.(Nanjangud).—Mr. Speaker, Sir, I wish to commence my observations on this particular Bill by request the Education Minister at the time of reply to tell us what previous preparations they have made before giving effect to this Bill because this is a very important matter. In a way I am very happy that the Government is trying to implement the directive principles of the Constitution in article 15 even after a delay of 5 years because the Government of India is putting pressure on them, but I may say that the experience of Mysore State in regard to the element of compulsion in the introduction of primary education throughout the State, at least in some parts, has been not very happy If I may speak the truth from my personal experience, it as been a failure for various reasons notably because we did not launch on this enterprise after detailed preparation.

Nobody would criticise Government for launching on an ambitious scheme of introducing compulsory education. They are just doing their duty, but my point is that if we have got to profit from past experience we have to see that the pit-falls which prevented us from successfully implementing the scheme of compulsion which was introduced in the erstwhile Mysore State do not prevent us again.

Sri ANNARAO GANAMUKHI.—That might have been due to the lukewarmness of the officers then.

Sri J. B. MALLARADHYA.—It is not officers alone to be blamed. There is a collective responsibility of both parents and officers. It is not merely officers who do not do their best. There might have been officers who were not very sincere or enthusiastic.

Sri ANNARAO GANAMUKHI.—If they were to bank on the co-operation of parents then it is bound to fail. That is why penalties have been suggested.

Sri J. B. MALLARADHYA.— I have to say something about Penalties also to which I shall come later. Here I want the Education Minister to tell us whether adequate preparations have been made before launching on this enterprise. To my knowledge those preparations are not adequate. In chapter II, section 3 (2) (b) you say that every order shall be made as to ensure that there is an interval of not less than thirty days between the date of the publication of the order and the first day of the specified academic year. You propose to introduce this in the academic year 1961-62. We are already on 29th April and the schools will commence from the 24th May. So this one provision is itself sufficient to show that whatever order you may pass there will not be an interval of 30 days between the date of the order and the first day of the academic year. We all are very anxious to introduce compulsory primary education throughout the State so that we may fall in line with the efforts made in other parts of India, but we do not start with adequate preparation.

Then you have taken power under clause I that the Act "shall come into force on such date and in such area as the State Government may by notification specify and different dates may be specified for different areas."

Sri ANNARAO GANAMUKHI.—That will happen only in the first year.

Smt. GRACE TUCKER.—Though the schools may reopen a little earlier we intend to begin only from 1st June.

Sri J. B. MALLARADHYA.—Even for introducing also you should have a definite academic year. The academic year should not be different for different purposes, it should be the same at all levels of education.

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Then coming to introduction of compulsory education you should introduce some kind of fanfare so that there might be enthusiasm generated in the people. You must enthuse the people. Something must be done in the villages so that people may think that there is something very radical that is being done. Otherwise compulsory education will be there only on paper. You cannot enthuse the average ryot. It may be in a few centres in the urban areas things may be done as you want, but in the remotest corner of the villages you are bound to fail unless something is done to enthuse the people and feel that there is something radical being done in the field of education. If you go on introducing compulsory education in one district or in one area of a district once and in another area at another time, I do not think that will at all enthuse the people. In fact, it is going to be a failure.

Sri ANNARAO GANAMUKHI.—What will be the items of enthusing the parents?

Sri J. B. MALLARADHYA.—The people of Mysore are very familiar with the way I did things in introducing educational reforms. You may consult the erstwhile Mysore people.

Sri ANNARAO GANAMUKHI.—You please suggest here.

Sri J. B. MALLARADHYA.—I would consider that the introduction of primary education should be treated as 'Nadada' habba'. You can spend any amount of money on this, instead of spending a lot of money on 'Nadada habba'. You know the methods of propaganda and publicity. Any amount spent of this would not be ill-spent. Each one of you may go to each district, each one of you may go to each taluk or village. Otherwise, compulsory education may be there in one district, in one place and people may not feel very happy about it.

In defining 'child' you say:

"'Child' means a boy or girl within such age group, not being less than six or more than fourteen years at the beginning of the academic year; as the State Government may in each case specify the purpose of this Act..."

A child means a child within a particular age group. Why do you want to modify it? "...at the beginning of the academic year, as the State Government may in each case specify for the purpose of this Act..." It would be a terrific job for you. Are you going to a decision in each case with regard to the age of the child. I think they are rather ill-considered. "...as the State Government may in each case specify for the purpose of this Act..." What is the significance of that? How can it be different from any particular area? You also use the words 'either generally or with respect to any specified area'. There can be no variation in age. There is the date of birth. In each case, you cannot take power and give a decision. It will be formidable. It will be impossible for you to do it.

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“Primary School Panchayat Court” is defined as meaning a primary school panchayat court constituted under Chapter III. I do not know what is going to be the future of the Panchayat Court when the section comes into force? Is that all what it means?

Sri ANNARAO GANAMUKHI.—There is nothing ambiguous.

Sri J. B. MALLARADHYA.—We had in Mysore State what are called Panchayat Magistrates Courts. Our experience of these in erstwhile Mysore was very disappointing. It was a hot-bed of politics; it was the last place where you could get any justice even in respect of petty offences and now you are creating a lot of trouble. Now that the matter comes up, I will refer to that particular section; that section is 16. It is going to be very funnily constituted. According to this section, the District Education Officer shall appoint a member of such panchayat court which has got jurisdiction over the parents or the children coming within the purview of the Act. After all, a court for the purposes of this Act is a judicial court. How can the District Education Officer appoint a member of such a court? I think it is something unheard of. If you say that the Government is going to constitute a court, it is something understandable. Not even the Director of Public Instruction has power to do so. This is a matter to which you should pay serious attention. Whenever cases came up in the old Panchayat Magistrates' Court, the complaint was that the Magistrates themselves used to start those cases and when it came to the question of giving judgment, the accused was found in the house of one or the other of the Magistrates. Invariably, no justice was done. Of course there are very Honourable Panchayat Magistrates who did very good work, but in the generality of cases, those courts failed miserably. I am apprehensive about the success of these Primary School Panchayat Courts, because the power of appointing a member is vested in one Educational Officer. There is the Attendance Officer. The Deputy Minsiter for Education was not able to tell me that what is going to be the status of this Attendance Officer. In the implementation of the element of compulsion in the erst-while Mysore, a middle school teacher was normally appointed as an Attendance Officer.

Sri ANNARAO GANAMUKHI.—Even now he is there.

Sri J. B. MALLARADHYA.—What is the kind of influence he is going to command in respect of a school where it is a combined primary school and a middle school. This man is going to be terrorised and swept away. Nobody would care for him. Unless that Attendance Officer has some status, nothing is going to be done by that gentleman.

Similarly in respect of Primary School Panchayat Court, there is going to be Chairman and Vice-Chairman and a lady member, all of them appointed by the District Educational Officer. You have said that two members shall form a quorum for hearing. You have not placed copy of the rules that are framed to the Act.

Sri ANNARAO GANAMUKHI.—Rules are ready.

Sri J. B. MALLARADHYA.—Why don't you place them? We would have made observation connected with the Rules.

In Clause 4:

“The State Government may, at any time call upon a District School Board or an authorised municipality in the Bombay Area or a municipal council in the Madras Area and Bellary District to submit to it within such time as may be specified scheme for compulsory primary education for such area within the jurisdiction of the District School Board...”

It is not clear from this whether in the Bombay Area or Hyderabad Area or Madras Area there is compulsory education operating. Now if the intention is to introduce compulsory primary education throughout the State why do you want to await the submission of a scheme from those School Boards or Municipalities? Why should it not be made applicable to them simultaneously? What is the object of asking them to submit a scheme and your considering the scheme later and giving a decision?

Sri ANNARAO GANAMUKHI.—Because they manage primary schools we have to call for schemes. Whatever schools we are managing, for them we need not call for a scheme.

Sri J. B. MALLARADHYA.—Why was not a scheme called for before the introduction of the Bill?

Sri ANNARAO GANAMUKHI.—The Bill has first to be enacted into law.

Sri J. B. MALLARADHYA.—For the submission of a scheme you need not wait for the passing of the Bill.

My idea is this. This question of introducing a uniform system of education both in the erstwhile Mysore State and the integrated areas is pending from a long time. Here is a Bill which is not going to introduce a uniform legislation in all the areas of Mysore State. You please see the point from which I am taking objection to this.

Coming to sub-section (7) of section 4:

“.....and the expenses incurred therefor by the State Government shall be paid by the District School Board or an authorised municipality in the Bombay Area or a Municipal Council in the Madras Area and Bellary District.”

You are stipulating no time. How will it be operative unless you prescribe a time limit Sir? Supposing they fail to comply with this; what are the penal provisions Sir? Then, you are penalising them for not giving effect to the scheme. You have not specified the date for implementing the scheme.

It is necessary to allow a time limit; if they do not, you can provide for a penalty.

Sir, in regard to Attendance Authorities;—I am sure that unless you enhance the status of these officer above the level of the middle school teachers, nothing useful could be done. The Deputy Minister is perfectly right in saying that these attendance officers are very important personnel. The whole success of the scheme depends on this authority and the respect and confidence which he commands with the general public and the parents of the students, all this depends on him. You must make it very clear that this officer is somebody worth recognition. Sir, I do not know why he should not be a non-official. If it is the intention of the Government that he should be a public servant, it is all right. But, whether he is an official or non-official, you must confer some status on that gentleman or lady, whoever it may be.

Regarding reasonable excuse for non-attendance, sub-section (a) of section 7 is : “if there is no approved school within the prescribed distance from his residence.” Sir, nowhere it is prescribed the distance. Then, Sir, sub-clause (b) says :

“That the only approved school within the prescribed distance from the residence of the child to which the child can secure admission is one in which religious instruction of a nature not approved by his parent is compulsory.”

Sir, I do not know what Government wants to contemplate by making a provision like this. I am apprehensive that certain denominational schools would be there and you should not encourage these things. Sir, there should be no question of denominational schools whether it is Muslim or Christian or Parsi or Buddhism or Veerashiva. You are training the plastic mind of the children and any boy or girl should be free to go to any school and there should be a secular touch about it.

Smt. GRACE TUCKER (Deputy Minister for Education).—If religious instruction of any nature is being taught in any school, it could not be prevented.

Sri J. B. MALLARADHYA.—If it is going to be a religious instruction of a particular category, it cannot be recognised. There should be no categorisation in the primary school at least. In the curriculum of studies, there are certain things ; it must be approved syllabus. How can we encourage such a thing in a secular democracy ?

Sri ANFARAO GANAMUKHI.—There is a possibility of such denominational schools giving religious instruction outside the school hours. If the parents take objection to send the children even to such a school, we cannot compel them.

Sri J. B. MALLARADHYA.—The Hon'ble Education Minister refers to a kind of religious instruction being given outside the school hours. Of course, it is outside the purview of the department. But, no particular religious instruction should be allowed to be given in the school. It is better to avoid the trouble instead of meeting the situation. Then, Sir, sub-section (f) :

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“That the child has been granted temporary leave of absence by the prescribed authority or by any other person authorised by the prescribed authority in this behalf;”

Sir, this is so vague and general that there is plenty of opportunity for people who want to escape compulsory primary education. Supposing, I apply for temporary leave for three months and extend by another three months. You should not allow that kind of slackness. The whole section encourages this slackness.

Smt. GRACE TUCKER.—Not exceeding two months.

Sri J. B. MALLARADHYA.—Sir, there is no such thing in subsection (f)

There is another omnibus clause that attendance could be excused if there is any other compelling circumstances which prevents the child from attending classes. There are some of the things which are not conducive to the implementation of the Act itself and it waters down the whole tenor or scheme of compulsion. The reasonable cause for non-attendance has to be made more stiff.

4-00 P. M.

Sri ANNARAO GANAMUKHI.—If they are more stiff and rigid, the parents would resist.

Sri J. B. MALLARADHYA.—Then you are not going to make any improvement in the existing state of affairs by bringing this act. The whole scheme of compulsion is rendered nugatory by this provision.

In regard to section 10 I feel that this seems to be more a provision for preventing child labour and this bill is certainly not the place for it. I believe the Labour Act prevents child labour. Who is to decide this issue?

Sri ANNARAO GANAMUKHI.—It even includes parents.

Smt. GRACE TUCKER.—In certain cases employment may be done by parents for household work or work in fields.

Sri J. B. MALLARADHYA.—But when primary education is compulsory it means that the child must attend the class and so long as this is done why are you bothered as to how the child is employed at home. If the parents fail to send the child, they expose them selves to the risk of punishment. That should be enough.

Smt. GRACE TUCKER.—Then section 7 would apply. The parent should not plead that the ‘compelling circumstance’ was household work or some such cause.

Sri G. VENKATAI GOWDA.—Household work cannot be termed as employment.

Sri ANNARAO GANAMUKHI.—Employment here means doing work.

Sri J. B. MALLARADHYA.—In any case I do not feel the necessity for clause 10. I am against sub-section (g) regarding 'compelling circumstance'. I am afraid that the Bill has been made to docile and soft and if that is the case there is no need for this Act. There should be no extenuating circumstance on behalf of the parent of the child.

Section 11 prescribes that no fee shall be levied. I am very happy about this clause and I congratulate the Education Minister for having said this. But I want him to clarify what 'fees' means because in various educational institutions in many parts of Mysore, some kind of levy or other is being made just to get over the difficulty of treating it as 'fee'. It must be made clear that in the primary level, there shall be no levy of any kind. If such words are used it would wake every parent happy.

Sri ANNARAO GANAMUKHI.—Fee includes levies such as medical fee, sports fee etc.

Sri J. B. MALLARADHYA.—If you say that education at the primary level is both compulsory and free, I consider that even medical fee cannot be recovered from the parent. I want you to define fee... 'it means and includes the following' Please verify in the areas where compulsory education is in operation. They are recovering fees. I myself noticed it in several cases and told them that it is very wrong.

Coming to the penalty clause, this makes the whole thing a farce. I remember I have inspected more than 40 or 50 inspecting officers' offices. These magistrates—I have nothing against them personally... keep pending for more than 2 or 2½ years compulsory attendance cases. I have already written to the High Court through the Government. Serving notice itself takes 2 or 3 months. The Attendance Officer is a fellow who says the party is not at home. Then substituted service begins. After service of notice when the parent comes this distinguished magistrate fine 4 annas. There have been such cases. Now he may fine 10 nP. If the upper limit of the fine itself is so meagre, he will fine a lesser amount and that would not serve the purpose. A parent would rather prefer to pay the fine and escape compulsory attendance of his child. I am afraid this would not work. One of the reasons for failure of compulsory education is the fact of this negligible scale of fine imposed by the magistrates and the inordinate delay that takes place in the disposal of cases and the incompetence of the attendance officers who do not like to take speedy action for reasons which I do not wish to express on the floor of this House.

ಶ್ರೀ ಎ. ಜಿ. ಮುಕ್ಕಣ್ಣಪ್ಪ.—ಜಿಲ್ಲೆಗೆ ತನಗೆ ಜಿಲ್ಲೆಗೆ ಮಗುವಿದ್ದರೆ, ಅವನಿಗೆ ಎತ್ತು, ಕಾಣುವುದು, ಸಗಣೆ ತೆಗೆಯುವುದು. ಅವನು ಓದಲು ಬೇಕು.

Sri J. B. MALLARADHYA.—If a parent does not realise the magnitude of his responsibility, then the State will have to prescribe and if the pill is unpalatable it should be thrust deep down his throat. I consider that in the interest of democracy, every parent should be made to realise his responsibility in sending the child to school. We will have to take recourse to all the penal measures if the bill is to be enforced.

Sri ANNARAO GANAMUKHI.—You can force a pill but you cannot thrust a stone down the throat.

Sri J. B. MALLARADHYA.—The stone can be pulverised and then forced down.

Now, I come to the financial memorandum. I already pointed out that there is some mistake in printing...it is 10 lakhs. The provision that has been made for the years 1961-62, in the very first year of the implementation of the scheme itself, shows that you are not very earnest about it. As against a total budgetted expenditure of 810.80 lakhs for a period of five years you are spending hardly 40 lakhs. I thought that in the very first year the expenditure to be incurred would bear a more reasonable proportion to the total expenditure. You are spending not more than 40 lakhs for such items like appointment of additional teachers, teachers training, projects for intensive development, supervision construction of class rooms etc. For construction of class rooms you provide only 4 lakhs. How many rooms are you going to provide and in how many areas you are going to introduce. Having regard to the magnitude of the task you have undertaken I consider this provision of 4 lakhs as grossly inadequate.

Sri ANNARAO GANAMUKHI.—These are additional class rooms.

Sri J. B. MALLARADHYA.—We are told each room would cost Rs. 3,000.

Smt. GRACE TUCKER.—About 400 class rooms would be added.

Sri J. B. MALLARADHYA.—Sir, I shall now close with one general observation. While I am in full agreement with the Government in regard to the need for extending the facilities of compulsory primary education and placing the scheme on a statutory basis, I am yet to be convinced in regard to the preparations made by this Government to introduce it and I am absolutely against this idea of treating this particular section where scope is given for evasion and escape from enforcing the provisions of this Act, the appointment of people with no status as attendance officers and in regard to the penal provisions. I am whole-heartedly against the constitution of these courts consisting of only Members of the Village panchayats. You are going to ruin the peaceful atmosphere of the village if it exists at all in the village. If you want to constitute panchayat courts for the adjudication of cases arising out of the provisions of this Act, they must be independent of

village panchayets. Why not the magistrate with jurisdiction? In the case of urban areas you say a magistrate with jurisdiction will try these cases. In the rural areas, why do you want to create a split in the village? If my son is not sent to school for some good circumstance, my neighbour Sri Pattanna will go and complain and we will quarrel like cats and dogs. So you must make provision for these disputes to be tried by magistrates with jurisdiction as is done in the urban areas.

†Sri V. S. PATIL (Belgaum I).—Sir, though belated we have to welcome this Bill Sir, even though this Bill has been prepared and presented very late. In the statement of objects and reasons it has been made clear that according to our Constitution, article 45, within ten years from 26-1-1950, primary education was to be made compulsory. That was the directive given by our Constitution. One year after that period is over, our Government has been pleased to bring this Bill before this Hon'ble House. Even though it is belated, let us welcome it Sir. But at the same time, we have so many fears about the implementation of this Act. If we look to the specific provisions of the Bill, I am afraid Sir, that the actual implementation may take several years. Take the instance of the current year. In the current year, they have made a provision of Rs. 40 lakhs and as stated by my friend Sri Mallaradhy, I think if this ratio is to be kept up, the whole implementation will take at least 20 years. The total cost is supposed to be nearly 8,10,0000. If we go on providing at the rate of 40 lakhs per year, it will take really 20 years to cover the whole State.

Smt GRACE TUCKER.—In the first year the compulsion may reach a small figure. But during the subsequent years of the Third Plan it will naturally gather momentum and we expect to spend much more than 40 lakhs.

Sri V. S. PATIL.—Sir, this compulsory primary education is already in force in the Bombay area since 1947. That Chapter has been included in this Bill.

It has not been repealed. The schemes for compulsion have already been prepared by the district boards and various municipalities in the Bombay area. They have been approved by the then Bombay Government and they are being implemented. Still, I can definitely say Sir, that the Act has not been completely implemented at all. Some cases were seen, some compulsion was introduced during the last 13 years but no real compulsion has been brought into force in that area, and this Bill even though we pass it here today or tomorrow, I think it will take not less than a dozen years for the implementation of this Act, because of the slackness in the wording and loopholes that have been found in this Act to avoid and evade compulsion. First and the most important thing is, Government has not taken the whole responsibility for enforcing the Act. Government must not be given any discretion either to declare it in a particular area or in a particular section of the State. We must give a definite date to the Government for the

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implementation of this Act. If this is left to the discretion of the Government, what has happened in Bombay will also happen here—in Bombay as I said though compulsion is supposed to be in force since 1947, still the Act is not completely implemented. Something will be repeated here of Government is given the discretion for the enforcement of this primary education. That is the most primary need. Every body has known it and everybody has accepted it, that primary education must be made compulsory. Every individual parent in this country should make up his mind that his child must know at least some elementary education. That is an accepted principle. Even though 13 years have elapsed, since Independence it has not been brought on the statute book. That is really a very degrading thing to the Ruling party. They ought to have done this before they introduced this so-called Prohibition. Prohibition has been introduced though so many things have been happening. Prohibition affects only 5 or 6 per cent of the population, who are drunkards whereas, this Bill affects every one.

Sri V. SRINIVASA SHETTY.—That is more important to them.

Sri V. S. PATIL.—But this is important for every person in the country and so, though this Bill is delayed, we have to welcome it. But at the same time, I should like to point out certain defects that have remained in this Bill.

Sir, it has been said in clause 1 (3) that this Bill may be brought into force in different areas on different dates. This is a discretion that is given to the Government and it will take at least dozen years for covering the whole area in the State,—at least a dozen years; and from this clause, I feel sir, that this measure has been brought in because of the ensuing general elections, just to show that they have done so many things. Otherwise, these provisions would not have been there. There must be a provision for forcing the Government to implement the provisions of this Act from a particular date throughout the State. Statistics are ready and I presume Government have collected figures regarding the strength of children who are likely to be educated in the scheme. They must have these figures or if they want, they can get them within a month or two at the most. But if these things are ready, I do not see any reason why Government should be given power to implement the legislation piece-meal according to their desire. That means merely slackening the effect of this legislation, and I submit Sir, that such a power should not be given to Government at all.

Then coming to the definition of 'appointed day' in clause 2 (2) here also power is given to Government to declare by notification separate dates for separate areas. Here also discretion is given to Government.

Then I come to the definition of 'Authorised Municipality' in sub-clause (5). Government is trying to have uniform laws throughout the State for last 4 years. At every session they are saying they are trying

to have uniform laws throughout the State, but by this sub-clause they are perpetuating the distinction between the Bombay area and the rest of the State. This is not proper. If the Authorized Municipalities either in the Bombay area or in the Madras area are working properly and satisfactorily, then why should such Authorized Municipalities not be introduced in the rest of the State and why should there not be a uniform law for the whole State? If it is the opinion of the ruling party that these Authorized Municipalities or school boards in those areas are not working properly and that they are implementing the directions of the Act, then they must abolish them. Either of the two things must be done. I do not think Government can go on proceeding piecemeal with such legislations. So I submit that Municipalities in the old Mysore area should also be authorized as they are in the Bombay and Madras areas or the authorized municipalities in those areas should be completely abolished.

Then I come to sub-clause (7) which says:

“ ‘Child’ means a boy or girl within such age group, not being less than six or more than fourteen years at the beginning of the academic year, as the State Government may in each case specify for the purpose of this Act, either generally or with respect to any specified area.”

I do not know why the State Government should come in here. Let the House define it clear. I do not know why this power should be given to Government. All this shows that the framers of this Bill want every power to be centralised in the hands of Government. They are saying on several occasions that they want to decentralise powers, but in actual practice they are taking all powers in their own hands. In the Bombay Act ‘child’ has been defined in section 2 (7) as ‘boy or girl whose age is not less than 6 years and not more than 14 years at the beginning of the school year,’ but here this power to decide is given to the Government. I submit it is not necessary to give this power to Government.

Then I refer to sub-clause (14). “Primary Education means education in and up to such classes and standards as may be prescribed’. Why prescription is necessary? Let us decide here what is meant by primary education. Let it be 2 or 4 or 6 standards. Let this House decide it. In Bombay area it is up to the end of 4th standard. Why should power be given to Government to decide what is the period of primary education. Government which is known for its slackness should not be given these powers. Everybody is complaining about the slackness of the Secretariat in the day to day routine work. So if all these powers are given to Government I definitely feel that the implementation of this measure will take another dozen years. Such a kind of vagueness should not be allowed in the Acts. Let us decide that from 1 to 4 standards shall be primary education.

Then coming to sub-clause (17), “school board’ means a district school board, or a municipal school board, as the case may be, constituted under the Bombay Primary Education Act, 1947, as in force in the

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Bombay area." I should like to ask this Government whether they have found this Bombay Act to be really worthwhile keeping on the statute book.

Sri ANNARAO GANAMUKHI.—To-day it is there. What can you do?

Sri V. S. PATIL.—When we are trying to have uniform law for the whole State, if it is the opinion of the Government that this Bombay Act is really beneficial, then apply it to the whole State of Mysore. Why do you have a particular rule or Act for a particular area and another for the rest of the areas. Have a uniform law and apply it to the whole of the State.

Then about introduction I think the procedure is practically incorporated from the other Acts and I have nothing to complain about it, Sub-clause (3) of clause 3 says:

"No order shall be made under sub-section (1) in respect of any area unless the State Government is satisfied that necessary facilities have been provided in that area for imparting primary education to all children to whom the order is intended to apply."

Here also provision has to be made by Government for appointment of teachers, buildings, etc. Unless these facilities are available Government is not going to enforce this in a particular area. That means Government has no desire to enforce it there. Take for instance in a particular district or area the vote goes against the Congress or the ruling party. The Government may not provide these facilities there and they will take shelter under sub-clause (3) and say they cannot extend this to that area. This mischief is likely to be committed and so this discretion should not be given to Government.

Smt. GRACE TUCKER.—Compulsory education is to be introduced during the third plan within the next 5 years. How are we to differentiate between this party or that party?

Sri V. S. PATIL.—We are already on the third five year plan. This difficulty will arise because you are giving the power to extend it to a particular area to Government. That is the whole difficulty.

Then there are so many other things to which I would like to refer, but as the time at my disposal is short, I shall deal with only the salient features.

Clause 13 says: "If any person fails to furnish any information as required by sub-section (4) of section 9, he shall on conviction be punished with fine which may extend to twenty-five rupees."

Here the wording "by punished" is rather vague.

There is a great distinction between the two terms 'shall be punishable' and 'be punished' so far as we, lawyers are concerned. So the discretion should be given to the court by using the word 'punishable' rather than 'be punished'. Because these are matters which are not really punishable or in any they do not have moral turpitude. It is for merely enforcing a social legislation. If you want, you can increase the amount of fine, but the word should 'punishable' and not 'punished' so as to give full discretion to the Court to study the circumstances under which these parents fail to send their children to the school.

4-30 P. M.

Then I come to Chapter III relating to primary school panchayat courts. I agree with the objections raised by the Leader of the Opposition that the village panchayats may not be able to cope with this work. They can persuade the people or even they can force the parents to send children to the school, but if the power of punishment is given to them, it will be rather creating some sort of dissension in the village and even if they are incorporated from the Bombay Act.....

Sri ANNARAO GANAMUKHI.—You don't to incur the displeasure of the people.

Sri V. S. PATIL.—Not displeasure. In Bombay area so far as Panchayats were concerned, there was one school committee. That committee used to supervise or attend the school and see whether the children attend regularly or not. All these powers were given to that Committee. But in our present measure, that has been deleted. So the school panchayats have nothing to do with the education at all as at present. Now you want to introduce panchayat affair in this Bill. That is why objection has been raised. I strongly object to the provision in sub-clause (2) that any member of the Panchayat Court has to be appointed by the District Education Officer. What is this business I do not understand. Let the Government appoint any person for the Panchayat Court. Why this power is given to the Education Officer and especially in the appointment of a lady member, I do not understand.

Sri ANNARAO GANAMUKHI.—It is nomination only.

Sri V. S. PATIL.—You may nominate; I do not agree; but he difficulty is so far as the appointment of lady member is concerned, why this power is given to the District Education Officer. That will create unnecessary trouble. I say plainly through you to the Government; if they want, they may appoint any person, but let this power be not given to the District Education Officer at all. We have the bitterest experience so far as these officers are concerned, So I submit that members of the committee may be elected by the Panchayat itself. Let those in whom the people have confidence constitute the Panchayat Court; but let not a lady member be nominated by a certain District Officer. Let the Panchayat elect them but let there be no nomination by a district officer.

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One thing I should like to say in regard to grant-in-aid envisaged in clause 22. So far as the Mysore area is concerned, I think Government is going to bear the whole cost of this scheme of education and if that is a fact, why there should be only a grant-in-aid in case of the rest of the area and why a percentage has not already been fixed, I do not understand. "The State Government shall bear such percentage of the recurring and non-recurring cost of the scheme as it may from time determine." This is a very dangerous power given to the Government.

Sri ANNARAO GANAMUKHI.—What is happening now in the Bombay area? Is there not a scheme of compulsory education in vogue now?

Sri V. S. PATIL.—In Bombay area, in rural areas, two-thirds is given by the Government; in the municipal area, 50 per cent is given by the Government. So let the percentage be included here. It should not be left to the discretion of the Government to determine the percentage. If the Government is going to bear the whole cost of primary education in the old Mysore area, why the same benefit should not be given to the rest of the State? There should not be any discrimination between old Mysore and the rest of the State as regards this grant-in-aid or the expenses of primary education.

Then I come to clause 25. I am asking the Government why they intend to repeal the Bombay Primary Education Act, 1947, except Chapter VI and sec. 52. This means if the whole Act is repealed, the district school boards will be non-existent; the whole machinery of the education in the Bombay area will go away and if that machinery in which the representatives are controlling the finances of the District school boards is to be abolished, is this Government entitled to recover assessment or the tax that is imposed on our people as 3 as. per rupee out of which one anna is earmarked for education; so is the Government entitled to recover it, is a question which I would like to ask the Government. When we are paying one anna per rupee of the assessment for the purpose of education, simply because we have got some control over education, if you are going to abolish those things, then we are not liable to this additional tax imposed so far as Bombay area is concerned. I submit if that is the intention of the Government in repealing this Bombay Act of 1947 except one Chapter and one section, that be made clear.

† Sri V. SRINIVASA SHETTY.—I will be failing in my duty if I don't welcome this Bill with all its defects. As my friend just now said, the Government have just roused themselves from their lethargy to introduce a much needed reform. Though as he said the Government seems to be very zealous in introducing a very dubious reform like prohibition, possibly they do not attach the same importance to the introduction of compulsory education as they do to prohibition.

Sir, though 14 years have passed since independence, what were the difficulties in introducing the compulsory education ?

5—00 P.M.

Sri T. MARIAPPA (Minister for Finance).— Finance.

Sri V. SRINIVASA SHETTY.— That is what I am coming to. Sir the the Government has thrown 10 to 12 crores of rupees by introducing prohibition, and they say, finance came in the way. They never said that Finance came in the way for introducing prohibition. They have paid very small value for compulsory education. This is a colossal programme : there is no doubt. As some of my friends said, are we even now, after 14 years of independence, prepared compulsory education as I see from this Bill ? I doubt very much. It is a Slipshod and half-hearted manner of introducing compulsory education. There are certain penal provisions to force the parents to send their children to schools. This measure has been tried everywhere. Even in Madras they have tried, but they dare not enforce it they are not bold enough to enforce it. As I could see, the biggest handicap is poverty of the people, I do not think, any body in his senses refuses to send his children to the school : it is only the poverty in the villages which prevent the parents to send their children to the schools. In many cases, they are prepared to misuse the children of 3 to 4 years for their works, because they are short of hands, short of everything. Sir Government propose to spend 810.8 lakhs during the five year period of which 40.59 lakhs to be spent in the coming year. What is the inducement they propose to give ? Without fair and sufficient propaganda, do not think they can do anything. It should be first brought home to the people in the villages. Only punishment is not enough. They should know that it is in their own interest that they should send their children to school. Even now, in the villages, they have not realised the responsibility in sending their children to schools. So, sufficient propaganda must be there to make them realise their responsibility.

Sir, there is a half-hearted scheme of introducing mid-day meals. We know how successfully the neighbouring Government have introduced this scheme and earn the encomiums even from Prime Minister of India. That is one of the schemes which ought to be put into very effectively. To make this compulsory education a success, there must be that scheme. It is to induce poor people to come to schools. I know when our Hon'ble Deputy Minister had come to Coondapoor, it was learnt that in one Harijan School, 5 pies was spent on a boy for mid-day meal what sort of a mid-day meal could be provided with for this meagre amount, you can imagine. Sir I say that fairly large amount should be spent to induce the poor children to come to schools.

Sir, 12.50 lakhs is proposed to be spent for attendance scholarship. I suggest that for attendance, not only scholarships be given but also books, slates and pencils should be given to such of the poor boys who deserve.

Sri T. MARIAPPA.—Scholarship includes that also. It is meant for girls. Out of 10 lakhs of children who will be compelled to attend schools during the next five years, about six lakhs are girls. Therefore, this scheme of attendance scholarship is introduced.

Sri V. SRINIVASA SHETTY.—I am very glad. These are certain things which I should like to suggest. People, themselves must understand that it is in their own interest to send their children to the school.

Sri T. MARIAPPA.—People means, we thought of Taluk Boards. That is why, we thought of handing over these primary schools administration to the taluk boards, because they might co-operate and collect grants and money for the mid-day meals scheme.

Sri V. SRINIVASA SHETTY.—For heaven's sake, we will wait for some time. Sir, the other thing I would like to suggest is, there must be necessary health services in these elementary schools. These are some of the things which will induce the parent to send their children to schools before the element of compulsion is introduced.

Then, Sir, there is an officer called the Attendance Authority.

I do not know but I heard the Hon'ble Minister as saying that the failure of compulsory education was mainly due to the laxity on the part of officers. Therefore it stands to reason that the matter should not once again be left to the officers. Attendance Officers are of course necessary but while selecting them, very great care should be taken because they have to go to the villages and deal with illiterate and ignorant people. The people of the village should be handled with care and sympathy if the scheme should be a success.

Sri ANNARAO GANAMUKHL.—He has to act as a sort of Extension Officer.

Sri V. SRINIVASA SHETTY.—That is right.

I find in the bill a proposal to constitute primary school panchayat courts. The experience of many people, atleast in old Mysore, is not very happy in regard to the panchayat courts, though it is not so in my area. I do not like the panchayat courts to be entrusted with this task. In any case what is this court? What are its powers? I have got the Criminal Procedure Code here. Section 31 onwards describes the various courts—the High Courts, the Sessions Courts, Presidency Magistrates Courts, 1st, 2nd and 3rd Class Magistrates courts. If the panchayat school courts are to be constituted under the Criminal Procedure Code, I find no mention of them here. Obviously the panchayat courts cannot be the High Court or the Sessions Court or even the Presidency Magistrate's Court and I do not know if they come under the category of 2nd or 3rd class courts. What are their powers? Have they powers of imprisonment? I do not know if I am in the wrong or the Government is in the wrong. Supposing a person does not pay the fine, can this court inflict imprisonment. If they are to come under any one of the categories of courts described from Section 31 onwards

of the Cr.P.C. it must be stated. I want the Government to reconsider whether it is safe to entrust the enforcement of the Act to village panchayats. We know what the panchayats are. Of course we do visualise, some 100 or 200 years hence, when the panchayats would become ideal institutions or become implements of rural democracy in a real sense, when we would reach the Sarvodaya ideal. But as they are today I doubt if we would be doing the right thing by giving this burden to them. The other day Hon'ble Home Minister had a novel idea for enforcement of prohibition. He spoke of mobile courts. I would suggest that for each district one or two officers, with 2nd or 3rd class powers, may be appointed to move about, hear cases and impose punishment. But do not entrust it to panchayats.

Sri ANNARAO GANAMUKHI.—But this is an inexpensive method of doing things.

Sri V. SRINIVASA SHETTY.—If you are thinking of expenditure that is a different matter. If you give this power to the regular 2nd or 3rd class magistrates, he would find it difficult to enforce it. Therefore appoint some officers to move about and award punishments. These trials would not take much time and if necessary the number of officers per district may even be increased.

Sri ANNARAO GANAMUKHI.—The fines levied would be too inadequate to meet even the salary of magistrates.

Sri V. SRINIVASA SHETTY.—You cannot think of making a profit or meeting the expenditure by such means. This is not a venture for making profits. After all when there is so much of wasteful expenditure going about, we would not mind this for this noble cause. You are spending crores upon crores just for an ideal.

Sri ANNARAO GANAMUKHI.—Where are the crores. We are providing only 40 lakhs.

Sri V. SRINIVASA SHETTY.—If the Government is not in a position to find money, I can understand it. But that is one of the suggestions I make.

Sri C. J. MUCKANNAPPA.—My friend says that the panchayat courts cannot come under the definition of any of the courts mentioned in the Cr.P.C. Then what kind of a court is this?

Sri ANNARAO GANAMUKHI.—I have heard him. I will answer.

Sri V. SRINIVASA SHETTY.—In South Kanara we have an act defining procedure in these courts.

Sir, the Government has provided a paltry sum of 4 lakhs for construction of class rooms. At the rate of Rs. 3000 per class room, 133 rooms would be constructed this year. If we take the contribution Government would get to the extent of 60% the number of class rooms to be constructed would be 221. This is the colossal scheme which the Government has devised to implement this grand programme of compulsory education.

(Sri V. SRINIVASA SHETTY)

Since I have very little time at my disposal, I would end by saying that I welcome the bill though I believe Government should try to overcome the difficulties I pointed out by proper amendments. The bill is introduced and attempts ought to be made to cure it of its defects. I hope and I am anxious that this measure should be a success.

† Sri M. C. NARASIMHAN.—I have no hesitation in welcoming this bill on the principles underlying it. The object is laudable and one which no one would oppose. But, as pointed out by my friends, judging from the financial outlay indicated in the memorandum and considering the general structure of the scheme, I feel extremely doubtful as to whether we will really be able to achieve that target which is indicated here, namely, that 90% of the school going children within the age group of 6 and 12 should go to schools within the third plan period. It is not even indicated when this bill will become law throughout the State. Section 1 appears to indicate that it may be enforced as and when found convenient and possible. The idea appears to enforce it in different districts in different stages.

If that be the idea it is very doubtful as to whether by 1965-66, we will be able to complete the whole scheme. Also I am a little doubtful about the calculations made by them both in terms of the total number of children assumed in the age-group of 6-11 at the end of 1965-66. You will think that it will work out to less than 15 per cent. 15 per cent would be 40.86 lakhs. This would be the lowest.

Sri ANNARAO GANAMUKHI.—The calculation of the Government of India is 12.8 per cent.

Sri M. C. NARASIMHAN.—It was disclosed that it was 12 per cent according to 1951 census. But actually whether the same position would continue in the 1961 census is not yet clear. I have got the Census Commissioner's Report—brief outline, wherein I am afraid the same percentage has not been indicated. I am therefore of the opinion that it will be such as to create a very big difference at the end of 1965-66. As it is, the Census Commissioner has revealed one interesting figure. They are 19 lakhs of people more older in 1961 than in 1951. You will see that most of the circulation fall through if the recent trends of population is not carefully taken into account. In any project that is worked out, this danger is there. This is a thing for which I am not holding the Government responsible. But I am saying that if we are serious about it, we should have erred on the other side rather than on the conservative side. From that angle, if you look at it, the present outline is really erring on the conservative side. That is my difficulty. I do not want to go into details. If you compare our figures with allocations in Madras and Kerala, you will find that the total allocation of money for primary education in terms of percentages

to the total revenue expenditure, is higher in Kerala and in Madras than here. I am not having in mind the mid-day meal scheme which as stated by my Hon'ble friend Mr. Setty is much in advance in the neighbouring State of Madras. Sir, even the total outlay on primary education—the percentage of expenditure to revenue, if you take both Madras and Kerala, our State comes last whereas those states are really seriously taken advantage of all the Central assistance and are pressing the Centre to give them a greater share than we have been able to get, is my submission. After all, the mid-day meal scheme in educational institutions was planned in such a manner that we could not go beyond the ceiling and we will not be able to get more. But if Madras is able to get more for these schemes, I do not see any reason why Mysore Government should not get similar sanction. If you take mid-day meal normal coverage in Madras, it is higher than in Mysore. Only in Hyderabad, we were given to understand that this was enforced since 1952. But I cannot speak with personal experience about the functioning of local committees. But I can say this was in the scheme of things and it seems to have been based on the idea of securing public and popular co-operation for this particular objective.

The other important thing is...

Sri ANNARAO GANAMUKHI.—Instead of taking the help of local committees we wanted to take the help of the taluk board or the panchayat.

Sri M. C. NARASIMHAN.—On that, my own feeling is the way in which the panchayat or local body institutions are sought to be approached is through coercive pressure and not otherwise. The point was referred through section 16 the constitution of the primary school panchayat boards, etc. It is through coercive pressure or through the fear that the villager is expected to have towards the village panchayat court that the scheme is sought to be enforced. That is not the safest way. The best way is to get the active co-operation of the local body. I would on the other hand suggest that the voluntary co-operation of panchayats should be enlisted and we can link up the assistance of panchayats to the achievements of targets in compulsory education. Why not we say that the grants to panchayats and taluk boards are conditioned by the progress they achieve in the matter of compulsory education? Instead of putting it the other way and giving wide powers, coercive powers to village panchayats, we would on the other hand force the panchayat to act properly and persuade people to take to education. We can do it by financial incentives. The Government of India is doing the same thing. For instance, the matching grant principle which you have accepted in our constitutional development is based on that principle. I do not see any reason why the same principle should not be applied to Panchayats. There will be a certain amount of incentive and there will be no coercion and there will be no room for further taxes in implementing chapter 3 in my submission.

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There is another thing which I would like to say. My friends have submitted about financial incentives to mid-day meal scheme, the health service etc. There is one more thing. There also, Madras has made tremendous progress, gigantic strides have been taken in Madras that is the library service movement. After all under compulsory education if the idea is to persuade the parent to send his children to school, the parent must be able to appreciate the value of education and he must consider it has part of his duty to get the boy educated. There is scope for official propaganda. There is also scope for library movement—bringing out good pictures and the like. Now Sir, in Madras, we have already seen that the library movement, the circulating library, almost every village has been served by the library. We get good pictures in every village people know and they will be anxiously waiting to see illustrative books and people are anxious to read them. If that sort of a scheme is started in villages and if the parents are enthused to take lively interest in seeing illustrations, pictures and paintings and literature bearing on them, the question of compelling the parent to send his children to school does not arise at all. I do not believe that you can carry out this scheme successfully by merely introducing the attendance authority or by giving him coercive powers. It is a social problem and it can be tackled successfully only through a comprehensive scheme and by an all-out effort. My difficulty with regard to this scheme is, such a comprehensive all-out scheme is totally absent in respect of this.

You will further see that 7.50 lakhs is indicated in 1960-61 for 21.44 lakhs of children. What a small sum. It works out to less than half a rupee per head. This is neither substantial nor does it go far in providing any incentive to get children to come school. At least during the period there is compulsory education, these financial outlays have to be more.

Sir, I can straightaway say that this imbalance is there not merely in the State plan for compulsory education but all over India. Sir, the Constitution is there. All these years during the first Plan, during the second Plan sufficient importance was not given. We had no idea of any proper plan and we have therefore landed ourselves in a difficult situation.

Lastly, coming to the primary school teacher—certain incentive should be given to the primary school teacher who is the chief factor and the most important entity on which depends the success of your schemes. But there is nothing in the statement made by the Minister to indicate that the primary school teacher would be enthused to take up this scheme very enthusiastically. So far we have been increasing the teacher-pupil ratio. We are not increasing his emoluments.

I would submit that so far as primary school teacher is concerned, this acts as disincentive because he is the lowest paid person in the whole of South India. His pay in our State is not as in Andhra or Madras. When we are laughing upon compulsory primary education, the key person ought to be the primary school teacher and unless we are able to give him social and economic status I am afraid the quality of the teacher that you will get will not be commensurate with the task that we are placing on him in terms of this.

† ಶ್ರೀ ಬಿ. ರಾಜಯ್ಯ (ಚಾಮರಾಜನಗರ).—ಸ್ವಾಮಿ, ಈ ದಿವಸ ಸರ್ಕಾರದವರು ಈ ಸಭೆಯ ಮುಂದೆ ತಂದಿರತಕ್ಕ ಕಡ್ಡಾಯ ಮತ್ತು ಉಚಿತ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ ಮನೂವೆಯನ್ನು ಸ್ವಾಗತಿಸುತ್ತಾ ಕೆಲವು ವಿಷಯಗಳನ್ನು ಈ ಮಾನ್ಯ ಸಭೆಯ ಗಮನಕ್ಕೆ ತರಬೇಕೆಂದು ಇಚ್ಛಿಸುತ್ತೇನೆ. ಈಗಾಗಲೇ ಈ ಮನೂವೆಯ ವಿಚಾರವನ್ನು ಪ್ರಸ್ತಾಪಿಸಿರತಕ್ಕ ಎರೋಧಪಕ್ಷದ ಮಾನ್ಯ ನಾಯಕರು ಮತ್ತು ಇನ್ನೂ ಅನೇಕ ಸದಸ್ಯರು ಈ ಬಿಟ್ಟನ ಬಗ್ಗೆ ಅನೇಕ ಉಪಯುಕ್ತ ಸಲಹೆಗಳನ್ನಿತ್ತಿದ್ದಾರೆ. ಆದರೆ ನಮ್ಮ ವಿರೋಧಪಕ್ಷದ ನಾಯಕರು ಈ ಪ್ರಶ್ನೆಯನ್ನು ಒಂದು ಪಾರ್ಷ್ವ ಪ್ರಶ್ನೆಯನ್ನಾಗಿ ತೆಗೆದುಕೊಳ್ಳದೆ ಇದನ್ನು ಸ್ವಾಗತಿಸಿರುವುದು ಬಹಳ ಸಂತೋಷದ ವಿಚಾರ. ಆದರೆ ಈ ಮನೂವೆಯನ್ನು ರಾಜ್ಯಾಂಗ ಜಾರಿಗೆ ಬಂದ ಹತ್ತು ವರ್ಷಗಳ ಅವಧಿಯೊಳಗೇ ತರಬೇಕಾಗಿತ್ತು. ಆದರೆ ಈಗಲಾದರೂ ಇಂಥ ಒಂದು ಮನೂವೆಯನ್ನು ತಂದುದಕ್ಕಾಗಿ ನಾವು ನಮ್ಮ ವಿದ್ಯಾಮಂತ್ರಿಗಳಾದ ಶ್ರೀ ಅಣ್ಣಾರಾಯ ರನ್ನೂ ಮತ್ತು ವಿದ್ಯಾ ಉಪ ಮಂತ್ರಿಗಳನ್ನು ಕಂಗ್ರಾಜುರೇಟ್ ಮಾಡಬೇಕಾಗಿದೆ. ಸರ್ಕಾರದವರು ಈ ಮನೂವೆಯನ್ನು ಜಾರಿಗೆ ತರುವ ಮುನ್ನ ಇದರ ಬಗ್ಗೆ ಮಾಡಿಕೊಳ್ಳಬೇಕಾಗಿರುವ ಎಲ್ಲ ನಿರ್ದಿಷ್ಟಗಳನ್ನು ಎಂದರೆ ಶಾಲಾ ಕಟ್ಟಡಗಳೂ, ಉಪಾಧ್ಯಾಯರೂ ಮತ್ತು ಇತರ ಅಗತ್ಯವಾದ ಸಲಕರಣೆಗಳನ್ನೆಲ್ಲಾ ನಿರ್ದಿಷ್ಟಪಡಿಸಿಕೊಂಡು ಈ ಯೋಜನೆಯನ್ನು ಸರ್ಕಾರದವರೇ ಒಂದು ನಿಗದಿಯಾದ ಕಾಲದಲ್ಲಿ ಯಶಸ್ವಿಗೊಳಿಸಬೇಕೆಂದು ಅಂದಾಜು ಮಾಡಿಕೊಂಡಿದ್ದಾರೋ ಆ ಅವಧಿಯೊಳಗೆ ಅದನ್ನು ಯಶಸ್ವಿಗೊಳಿಸಲು, ಎಲ್ಲವನ್ನೂ ನಿರ್ದಿಷ್ಟಪಡಿಸಿಕೊಂಡು ತಂದಿದ್ದಾರೋ—ಇಲ್ಲವೋ ಎನ್ನುವುದಕ್ಕೆ ಒಂದು ಸಂಶಯವನ್ನು ಕೆಲವರು ವ್ಯಕ್ತಪಡಿಸಿದರು. ಈಗಾಗಲೇ 400 ಕೊಠಡಿ ಸ್ಕೂಲು ಕಟ್ಟಡಗಳಿಗೆ ಅಂದಾಜು ತಯಾರಿಸಿದ್ದಾರೆ. ಇನ್ನು ಇವರ ಜೊತೆಗೆ ಹಾಲಿ ಇರತಕ್ಕ ಶಾಲೆಗಳೇ ಸಾವಿರಾರು ಇರುತ್ತವೆ. ಅನೇಕ ಕಡೆಗಳಲ್ಲಿ ಸ್ಕೂಲಿಗೆ ತಕ್ಕಷ್ಟು ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಖ್ಯೆ ಇರುವುದಿಲ್ಲ. ಇಂಥ ಕಡೆಗೆ ಎಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಖ್ಯೆ ಹೆಚ್ಚಾಗಿ ಕಟ್ಟಡವ ಕೊರತೆ ಉಂಟಾಗುತ್ತೋ ಅಂಥ ಕಡೆಯ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಕಡಮೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಖ್ಯೆ ಇರುವ ಕಡೆಗೆ ಆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ತೆಗೆದುಕೊಂಡು ಕೆಲಸ ಮಾಡುವುದಕ್ಕೂ ಕೆಲವು ಕಡೆ ಅವಕಾಶವಿದೆ. ಆದುದರಿಂದ ಈಗ ಈ ಕಟ್ಟಡಗಳ ಕೊರತೆಯೇನು ಇರುವುದಿಲ್ಲ. ತರಬೇತಾದ ಉಪಾಧ್ಯಾಯರುಗಳನ್ನು ಈ ಪಾಠಶಾಲೆಗಳಿಗೆ ಬಡಗಿಸತಕ್ಕ ಮಾರ್ಗದಲ್ಲಿ ಉಪಾಧ್ಯಾಯರುಗಳಿಗೆ ಟ್ರೈನಿಂಗ್ ಕೊಡತಕ್ಕ ವೆಚ್ಚವೇದೆಯೋ ಅವನ್ನು ನೂಲಕ್ಕೆ ನೂಲು ಭಾಗ್ಯವೆಂದ್ರ ಸರ್ಕಾರ ವಹಿಸಿಕೊಂಡಿದೆ. ಈಗಾಗಲೇ ನಮ್ಮಲ್ಲಿ ಅನೇಕ ಟೀಚರ್ಸ್‌ಗಳಿಗೆ ಈ ಟ್ರೈನಿಂಗನ್ನು ಹೆಚ್ಚಿನ ದಮಾಷದಲ್ಲಿ ಕೊಡಲಾಗುತ್ತಿದೆ. ಹೆಚ್ಚು ಟ್ರೈನಿಂಗ್ ಶಾಲೆಗಳನ್ನು ತೆರೆಯಬೇಕೆಂಬ ಯೋಜನೆ ಸಹ ನಮ್ಮ ಸರ್ಕಾರಕ್ಕಿದೆ. ಆದರೆ ಇಂಥ ಒಂದು ಸ್ಕ್ರೀಮನ್ನು ನಾವು ತರತಕ್ಕವರಿದ್ದೇವೆಂಬ ಅಂಶ ಗೊತ್ತಾದ ಕೂಡರೆ ಎಂದು ಈ ಸ್ಕ್ರೀಮನ್ನು ಜಾರಿಗೆ ಕೊಡಬೇಕೋ ಅದಕ್ಕೆ ಪೂರ್ವ ಭಾವಿಯಾಗಿದೆ. ನಮಗೆ ಸಾಕಾಗುವಷ್ಟು ತರಬೇತು ಪಡೆದ ಉಪಾಧ್ಯಾಯರನ್ನು ಶೇಕರಣೆ ಮಾಡಿಟ್ಟುಕೊಂಡಿರತಕ್ಕದ್ದು ಬಹಳ ಒಳ್ಳೆಯದು. ಈಗಲಾದರೂ ಈ ವಿಚಾರಕ್ಕೆ ಸರ್ಕಾರದವರು ತೀವ್ರ ಗಮನವೊಪ್ಪಿತ್ತೆಂದು ಕೇಳಿಕೊಳ್ಳುತ್ತೇನೆ.

(ಶ್ರೀ ಬಿ. ರಾಜಯ್ಯ)

ಇನ್ನು ಎರಡನೆಯದಾಗಿ ಈ ಎಲಮೆಂಟರಿ ಎಜುಕೇಷನ್ನು ಉಚಿತ ಹಾಗೂ ಕಡ್ಡಾಯವಾಗಿ ರಾಜ್ಯದಲ್ಲಿ ಜಾರಿಗೆತರತಕ್ಕ ವಿಚಾರದಲ್ಲಿ ಸರ್ಕಾರದವರು ಯಾವಾಗ ಅಪೇಕ್ಷೆ ಪಟ್ಟರೆ ಆಗಲೇ ಮದ್ರಾಸ್ ಮತ್ತು ಬೊಂಬಾಯಿ ಕರ್ಣಾಟಕ ಪ್ರದೇಶದಲ್ಲಿ ಈ ವಿದ್ಯಾಭ್ಯಾಸವನ್ನು ನಡೆಸುತ್ತಿರುವ ಡಿಸ್ಟ್ರಿಕ್ಟ್ ಸ್ಕೂಲ್ ಬೋರ್ಡುಗಳು ಆಥರೆಸ್ಕ್ ಮುನಿಸಿಪಾಲಿಟಿಗಳೂ ಮತ್ತು ಮುನಿಸಿಪಲ್ ಕಾನ್ಸಿಲ್‌ಗಳು ತಮ್ಮ ಒಪ್ಪಿಗೆಯನ್ನು ಕೊಡುತ್ತೇವೆಂಬುದಾಗಿ ಮಂತ್ರಿಗಳು ಹೇಳಿದ್ದಾರೆ. ಆದರೆ ಹಾಗೆ ಲೋಕಲ್ ಸೆಲ್ ಇನ್‌ಸ್ಟಿಟ್ಯೂಷನ್ನು ನವರು ಒಂದು ಸ್ಕ್ರೀಮನ್ನು ತಯಾರು ಮಾಡಿ ನಮ್ಮ ಸರ್ಕಾರಕ್ಕೆ ಕಳುಹಿಸುವತನಕ ನಮ್ಮ ಸರ್ಕಾರ ಕಾಯಿದೆ ಸರ್ಕಾರದವರೇ ಎಜ್ಞಾಭಾಗಗಳಿಗೂ ಅನ್ವಯಿಸುವಂಥ ಒಂದು ಯೂನಿಫಾರಂ ಸ್ಕ್ರೀಮನ್ನು ತಯಾರಿಸಿ ಇದನ್ನು ಜಾರಿಗೆತಂದರೆ ಚೆನ್ನಾಗಿರುತ್ತದೆಂದು ಕಾಣುತ್ತದೆ. ಆದರೆ ಕೆಲವುಕಾಲ ಈ ಆಥರೆಸ್ಕ್ ಮುನಿಸಿಪಾಲಿಟಿಗಳೂ ಮತ್ತು ಮುನಿಸಿಪಲ್ ಕಾನ್ಸಿಲ್‌ಗಳು ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಈ ಕಾರ್ಯವನ್ನು ಫಲಕಾರಿಯಾಗಿ ನೆರವೇರಿಸ ಬಲ್ಲವು ಎಂಬುದನ್ನು ನೋಡಿಕೊಂಡು ಅನಂತರ ಬೇಕಾದರೆ ಈ ವಿದ್ಯಾಭ್ಯಾಸದ ಜವಾಬ್ದಾರಿಯನ್ನು ಮುಂದೆ ತಾಲ್ಲೂಕ್ ಬೋರ್ಡ್‌ಗಳಿಗೂ ಮತ್ತು ಪಿರೇಜ್ ಪಂಚಾಯಿತಿಗಳಿಗೂ ವಹಿಸತಕ್ಕದ್ದು ಒಳ್ಳೆಯದೆಂದು ಹೇಳುತ್ತೇನೆ.

ಈಗ ದೇಶಾದ್ಯಂತವೂ ಒಂದು ಯೂನಿಫಾರ್ಮಿಟಿಯನ್ನು ತರಬೇಕೆಂಬ ನೆಪದಲ್ಲಿ ಈ ಬಗ್ಗೆ ಒಂದು ರಾಜಕೀಯ ಒಳ ನುಗ್ಗಿರುವಂತೆ ಭಾಸವಾಗುತ್ತಿದೆ. ಆದರೆ ಕೆಲವರು ನಾವೀದಿವನ ನಿರೀಕ್ಷಿಸಿರತಕ್ಕ ವಿದ್ಯಾರ್ಥನೆಯ ಮಟ್ಟ ನಿರೀಕ್ಷಿಸಿರತಕ್ಕ ಅವಧಿಯಲ್ಲಿ ಜನರಿಗೆ ದೊರೆಯುತ್ತನೋ ಇಲ್ಲವೋ ಎಂಬ ಸಂಶಯವು ಕೆಲವರಲ್ಲಿ ತರಬೋರಿದೆ. ಅದಕ್ಕಾಗಿ ಈಗ ಸರ್ಕಾರದವರು ವಿಧಿಸಿರತಕ್ಕ ಪೆನಾಲ್ಟಿ ಲೆಪ್ಪು ಡಿಟೇಂಟ್ ಆಗಿಲ್ಲ ಇದನ್ನು ಇನ್ನೂ ಬಲಪಡಿಸಿ ಒತ್ತಾಯ ಮಾಡಬೇಕೆಂದು ಕೆಲವರು ಹೇಳಿದ್ದಾರೆ. ಆದರೆ ಈ ವಿಚಾರದಲ್ಲಿ ನನಗಾದರೂ ಅನ್ನಿಸುತ್ತದೆ, ನಾನು ಈ ಮೊದಲೇ ತಿಳಿಸಿದಂತೆ ಈಗ ಈ ಕಡ್ಡಾಯ ಹಾಗೂ ಉಚಿತ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ ಮನೂವೆಯನ್ನು ತಂದಿರತಕ್ಕ ಉದ್ದೇಶವೇನಿದೆ ಎಂದು ಸಫಲವಾಗ ಬೇಕಾಗಿದ್ದರೆ ಕೇವಲ ವಿದ್ಯಾರ್ಥಿಗಳ ಹಾಜರಾತಿಯನ್ನು ಸ್ಪಷ್ಟ ಆಗಿ ನೋಡಿಕೊಳ್ಳಲು ಅಧಿಕಾರಿಗಳನ್ನು ನೇಮಿಸಿದ ಮಾತ್ರಕ್ಕೆ ಇದು ಫಲಕಾರಿ ಆಗುತ್ತದೆ ಅದು ನಂಬತಕ್ಕ ಮಾತಲ್ಲ. ಈ ಸ್ಕ್ರೀಂ ಜಯಪ್ರದವಾಗಬೇಕಾಗಿದ್ದರೆ ನಿಜವಾಗಿಯೂ ದೇಶದಲ್ಲಿರತಕ್ಕ ಮಕ್ಕಳಿಗೆ ಸರಿಯಾದ ವಿದ್ಯೆ ದೊರೆಯುವಂತೆ ಮಾಡಬೇಕಾಗಿದ್ದರೆ ಈ ಕಾರ್ಯದಲ್ಲಿ ಸಾರ್ವಜನಿಕ ಮುಖಂಡರೆಲ್ಲರೂ ಉತ್ಸಾಹದಿಂದ ದೇಶದಲ್ಲಿ ಎಲ್ಲ ಮೂಡತ್ವ ಹೆಚ್ಚಾಗಿರುತ್ತದೋ ಅಥವಾ ಕಡೆ ಜನರಿಗೆ ಹೆಚ್ಚಿನ ರೀತಿಯಲ್ಲಿ ಇದರ ಪ್ರಚಾರ ನಡೆಸಲು ಮುಂದೆ ಬರಬೇಕು. ಈ ಬಗ್ಗೆ ನಮ್ಮ ಸೋಶಿಯಲ್ ವೆರ್ ಫೆರ್ ಮಂತ್ರಿಗಳು ಮತ್ತು ಡೆಪ್ಯೂಟಿ ಹೋಂ ಮಿನಿಸ್ಟರೂ ಈ ವಿಚಾರಕ್ಕೆ ಹೆಚ್ಚಿನ ನಿಗಾ ಕೂಡಬೇಕು. ಈಗಲೇ ಅವರು ಈ ಸೋಷಿಯಲ್ ಬಾಬನ್ನು ಹರಿಜನ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಹಾಸ್ಟಲುಗಳನ್ನು ಕಟ್ಟಿಸತಕ್ಕ ಕಾರ್ಯವನ್ನು ನಿಲ್ಲಿಸಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ವಿದ್ಯಾರ್ಥಿ ವೇತನ ಕೊಡಬೇಕೆಂಬ ಒಂದು ವಿಚಾರವನ್ನು ಅಲ್ಲಲ್ಲಿ ತಿಳಿಸಿದ್ದಾರೆ. ಹೇಗೆ ಮಾಡುವುದು ಈ ಪ್ರೈಮರಿ ಸ್ಕೂಲಿಗೆ ಬರತಕ್ಕ ರಿಂದ 11 ವರ್ಷದ ವಯಸ್ಸಿನೊಳಗಿರತಕ್ಕ ಮಕ್ಕಳೆಷ್ಟು ಇರುತ್ತಾರೋ ಅವರಲ್ಲಿ ಹರಿಜನ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೂ ಮತ್ತು ಹಿಂದುಳಿದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೂ ಎಲ್ಲರಿಗೂ ಉಚಿತವಾಗಿ ಬಡ್ತಿ—ಫುಲ್ ಸ್ಕೂಲ ಮತ್ತು ಮಿಡ್ಲೆ ಪಾಲ್ ಸ್ಕಾಲರ್‌ಷಿಪ್—ಇಷ್ಟನ್ನೂ ಕೊಟ್ಟು ಪಕ್ಷದಲ್ಲಿ ಆಗ ಎನಾದರೂ ಈ ಬಡತನದ ಕುಲಮೆಗೆ ಸಿಕ್ಕಿ ಬಳಲ—ಬೆಂದು ಬೆಂಡಾಗುತ್ತಕ್ಕ ಆ ವಿದ್ಯಾರ್ಥಿಗಳ ತಂದೆತಾಯಿಗಳಿಗೆ ಸ್ವಲ್ಪ ಅನುಕೂಲ ಆದೀತು. ಈ ವಿದ್ಯಾಭ್ಯಾಸವೂ ನಡೆದೀತು ಆಗಲೇ ಈ ಬಡತನದ ತಂದೆತಾಯಿಗಳು ತಮ್ಮ ಹೊಟ್ಟೆ ಪಾಡಿಗಾಗಿ ತಮ್ಮ ಮಕ್ಕಳನ್ನು ಬೇರೆಯವರಲ್ಲಿ ಜಿತ್ತಕ್ಕೆ ಇಡುವುದು ಕಡಿಮೆ ಆಗುತ್ತದೆ. ಈ ದೃಷ್ಟಿಯಿಂದ

ನಾನೀಗ ಈ ಪೈಪರಿ ಶಾಲೆಗೆ ಬರತಕ್ಕ ಎಲ್ಲಾ ಮಕ್ಕಳಿಗೂ ಮಿಡ್ವೇ-ಪಾಲನ್ನು ಸ್ಕಾಲರ್‌
ಷಿಪ್‌ನ್ನು ಕೊಡತಕ್ಕ ವಿವರವನ್ನು ಸರ್ಕಾರದವರು ಮಾಡಲೇಬೇಕೆಂದು ನಾನು ಅವರಲ್ಲಿ
ಕೇಳಿಕೊಳ್ಳುತ್ತೇನೆ.

ಇನ್ನು ಈ ಅಟೆಂಡೆನ್ಸ್ ಅಧಾರಿಟಿ ವಿಚಾರದಲ್ಲಿ ಈಗಾಗ್ಗೆ ವಿರೋಧ ಪಕ್ಷದ ನಾಯಕರು ಹೇಳಿದ ಹಾಗೆ ಮಿಡಲ್ ಸ್ಕೂಲ್ ದರ್ಜೆಯ ಉಪಾಧ್ಯಾಯರನ್ನು ಈ ಅಟೆಂಡೆನ್ಸ್ ಅಧಿಕಾರಿಗಳನ್ನಾಗಿ ನೇಮಿಸುವುದಕ್ಕೂ ಅವಕಾಶವಿರುವಂತೆ ಕಾಣುತ್ತೆ. ಹಾಗಾಗುವುದಾದರೆ ಸಾರ್ವಜನಿಕರು ಇವರ ಆಪ್ತೆಯನ್ನು ಪ್ರೀತಿಗಾರವರ್ಗದಿಂದ ಕಾಣುತ್ತಾರೆಂದು ಹೇಳುವುದಕ್ಕಾಗುವುದಿಲ್ಲ. ಆದುದರಿಂದ ಈ ಅಧಿಕಾರವನ್ನು ಪದವೀಧರರಿಗೆ ವಹಿಸುವುದು ಒಳ್ಳೆಯದೆಂದು ಹೇಳುತ್ತೇನೆ. ಇನ್ನು ಈ ಅಟೆಂಡೆನ್ಸ್ ಅಧಿಕಾರಿ ಕೇಂದ್ರತತ್ವವನ್ನು ವಿಚಾರಣೆ ಮಾಡತಕ್ಕ ಕೋರ್ಟ್ ಯಾವುದೆಂದರೆ ಗ್ರಾಮಾಂತರ ಪ್ರದೇಶಗಳಲ್ಲಿ ಗ್ರಾಮ ಪಂಚಾಯಿತಿಯ ಥೆರೈನ್ ಮೈನ್—ಥೆರೈನ್ ಮತ್ತು ಒಬ್ಬ ಮಹಿಳಾ ಸದಸ್ಯೆಯಿಂದ ಒಳಗೂಡಿರತಕ್ಕ ಒಂದು ಸಮಿತಿ ಯನ್ನು ದಿವ್ಯಿಕ್ಟ್ ಎಜುಕೇಷನ್ ಆಫೀಸರು ನೇಮಿಸಬೇಕಾಗಿದೆ ಎಂತ ಹೇಳಿದೆ. ಆದರೆ ಈ ಸದಸ್ಯರುಗಳೆಲ್ಲ ಬಹಳಮಟ್ಟಿಗೆ ಮುಂದುವರಿದ ಜನಾಂಗಕ್ಕೆ ಸೇರಿದವರೇ ಆಗಿರುತ್ತಾರೆ. ಆದರೆ ವಿದ್ಯೆಯಿಲ್ಲ ಬಹಳ ಹಿಂದುಳಿದ ಹುಡುಗ ಪಂಗಡದ ಸದಸ್ಯರು ಈ ಸಮಿತಿಯಲ್ಲಿ ಯಾರೂ ಇರುವುದಿಲ್ಲ. ಏಕೆಂದರೆ ಈ ಥೆರೈನ್ ಮತ್ತು ಮೈನ್-ಥೆರೈನ್ ಸಂಸ್ಥಾನದಲ್ಲಿ ಹುಡುಗನಿರುವುದು ಬಹಳ ಅಪರೂಪ. ಅವಿದ್ಯಾ ವಂತರ ಕಷ್ಟನಷ್ಟಗಳು ಇವರಿಗೆ ಆವಾಗುವುದು ಕಷ್ಟ. ಈ ಪೀನರ್ ಕ್ಲಾಜಿನಿಂದ ಹುಡುಗನಿಗೆ ತೊಂದರೆಯಾಗಬಹುದು. ಈ ದೃಷ್ಟಿಯಿಂದ ಈಗ ಸರ್ಕಾರದವರೇನು 16 ನೇ ಕ್ಲಾಜಿನ ಒಳ ಕ್ಲಾಸ್ (2) ರಲ್ಲಿ ತಿಳಿಸಿದ್ದಾರೋ ಆ ಮೂರು ಜನ ಸದಸ್ಯರ ಜೊತೆಗೆ ಒಬ್ಬ ಹುಡುಗನ ಸದಸ್ಯರನ್ನು ಸೇರಿಸಬೇಕೆಂದು ಹೇಳುತ್ತೇನೆ. ಸಾಧ್ಯವಾದರೆ ಈ ಕ್ಲಾಜಿನನ್ನೇ ಸೂಕ್ತ ರೀತಿಯಲ್ಲಿ ತಿದ್ದುಪಡಿ ಮಾಡುವುದಕ್ಕೆ ಅವಕಾಶವಿದ್ದರೆ ಮತ್ತೂ ಒಳ್ಳೆಯದೇ. ಹಾಗೆ ಅವಕಾಶವಿಲ್ಲದ ಛಾಗದಲ್ಲಿ ಒಬ್ಬ ನಿಮ್ಮ ವರ್ಗದ ಸದಸ್ಯರನ್ನು ಈ ಸಮಿತಿಯಲ್ಲಿರುವ ಹಾಗೆ ಮಾಡಬೇಕು. ಆಗಲೇ ಈ ವಿಧ್ಯಾರ್ಥಿಗಳ ಅಟೆಂಡೆನ್ಸನ್ನು ಒಂದು ಹೆಚ್ಚಿನ ರೀತಿಯಲ್ಲಿ ಉತ್ತಮಗೊಳಿಸಲು ಒಂದು ಹೆಚ್ಚಿನ ಅವಕಾಶ ಉಂಟಾಗುತ್ತದೆ.

ಇದನ್ನು ಪ್ರಚಾರ ಮಾಡಿದರೆ ಹೆಚ್ಚಿನ ಸಹಕಾರವು ಮಕ್ಕಳು ಪಾಠಶಾಲೆಗೆ ಬರುತ್ತಾರೆಂದು ನಾನು ಹೇಳುತ್ತೇನೆ, ಕಡ್ಡಾಯವಾಗಿ ಸದಸ್ಯನನ್ನು ಸಹ ಸೇರಿಸಬೇಕು ಎಂದು ಸರಕಾರಕ್ಕೆ ಒತ್ತಾಯ ಮಾಡುತ್ತೇನೆ. ಇದರಲ್ಲಿ ಕೇವಲ 37 ಲಕ್ಷ ರೂ. ಧನ ಸಹಾಯ ಸ್ಯಾಂಪಿನ್ ರೂಪದಲ್ಲಿ ಕೇಂದ್ರ ಸರಕಾರದಿಂದ ಬರುತ್ತದೆ. ನಮ್ಮ ಮೈಸೂರು ಸರ್ಕಾರ 76,76,9770 ರೂಪಾಯಿ ವಿಧ್ಯಾಭ್ಯಾಸಕ್ಕಾಗಿ ಬರ್ಚು ಮಾಡುತ್ತಿದ್ದಾರೆ. ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣಕ್ಕೆ 35,86,500 ರೂ. ಬರ್ಚಾಗುತ್ತಿದೆ. ಇದರ ಜೊತೆಯಲ್ಲಿ 40 ಲಕ್ಷ ರೂಪಾಯಿ compulsory educational expenditure ಎಂದು ಹಾಕಿ ಕೊಡಿದ್ದಾರೆ. ಇದು ವರ್ಷಗಳಲ್ಲಿ ಕಡ್ಡಾಯ ಶಿಕ್ಷಣ ಜಾರಿಗೆ ತರಬೇಕು ಎಂದಿದೆ. ಶಿಕ್ಷಣದ ಜೊತೆಗೆ ಕುಡಿಯುವುದನ್ನು ಸಹ ನಿಷ್ಕಸುವುದಕ್ಕೆ ಪ್ರಾಧಾನ್ಯ ಕೊಟ್ಟಿದ್ದಾರೆ. ಅದರ ಜೊತೆಯಲ್ಲಿ ಇದೂ ಆಗಬೇಕು. ಪೊಕ್ಕಬಿಷನ್ ಇದು directive principle ನಲ್ಲಿ ಸೇರಿದೆ.

5-30 P.M.

Sri M. C. NARASIMHAN.—Supposing you had seriously taken the Directive Principles of State policy, when you would have definitely assured free education for age-group of 6-14, you have got to come back to 6-11.

ಶ್ರೀ ಬಿ. ರಾಜಮ್ಮ.—ಇಲ್ಲಿ ಸ್ವಾಮಿ, ಅದು ಸಾಧ್ಯವಾಗಿಲ್ಲ. ಯಾರು ವಿವ್ಯಾಭ್ಯಾಸದ ಸಮಯ ರುಚಿಯನ್ನು ಅನುಭವಿಸಿದ್ದಾರೋ ಮತ್ತು ದೊಡ್ಡ ದೊಡ್ಡ ಅನಿವಾರ್ಯಗಳಿಗೆ ಒಂದೊಂದರೇ ಅಂಶವೆಂದೆ ಆಗಬಹುದಾಗಿತ್ತು. ಈ ದೃಷ್ಟಿಯಿಂದ ಕಡ್ಡಾಯ ಶಿಕ್ಷಣ ಜಾಲಿಗೆ ಉಪ ನಿತಿಯನ್ನು ಇಟ್ಟುಕೊಂಡಿದ್ದಾರೆ. ಇದು ಸಂತೋಷಪಡತಕ್ಕ ವಿಚಾರ. ನಾಲ್ಕು ವರ್ಷಗಳಲ್ಲಿ ಈ ಕ್ರಮವನ್ನು ಪೂರ್ಣ ಮಾಡಲು ಎಂದು ಹಾಕಿಸಿ ಈ ಮನೋದೆಯನ್ನು ಸ್ವಾಗತಿಸುತ್ತೇನೆ.

Sri G. VENKATAI GOWDA.—I take this opportunity to offer my thanks to the Minister in charge of the Bill, for having been able to bring this Bill at least now. It would have been better appreciated if they had recognised the importance that has been enunciated in the directive principles of the Constitution by bringing the scheme into operation even in the Second Five-Year Plan, but I take solace in the saying "Better late than never". From that point of view, I welcome the Bill, though belated.

Many of my friends have made observations in detail touching on all aspects and all provisions of the Bill and so far as the several provisions in the Bill are concerned, I wish to offer a few remarks. I do not understand why the Government should adopt a different procedure in respect of the implementation in respect of the different areas of the State; why should they not adopt uniform policy in implementing the scheme throughout the State. So far as the Bombay area, the municipal council in the Madras area and Bellary District are concerned, they have suggested a different scheme altogether and it has been said in clause 4 that if the Government call upon the Bombay area or the municipalities in the Madras area and Bellary District, they are required to prepare a scheme and submit the same to the Government and Government make a declaration in that regard. Supposing the Government do not take upon the task of calling upon these bodies to submit a scheme, what is to happen? Is there a provision in which an obligation is cast on the part of the Government that they should call upon within a certain period of time the municipal authorities in the Bombay area, Madras area and Bellary District to prepare a scheme and submit the same to Government. There is no such provision. Supposing the Government do not call upon these municipalities; what is to happen; in regard to compulsory education they will suffer.

Smt. GRACE TUCKER.—There should be compulsory for the Government. If we do not include these integrating area, we would have to show different studies.

Sri G. VENKATAI GOWDA.—But where is the provision which would make it an obligation on the part of the Government to see that this Act is implemented in other areas, that is, authorised municipality in the Bombay area, Municipal council in the Madras area and Bellary district? There is no provision at all to the effect. Therefore, I feel that it would have been desirable to have a uniform policy throughout

the State in respect of the implementation of this scheme, instead of giving option to these areas. It would have been better if clause 4 had been deleted and a uniform policy in respect of implementation adopted throughout the State.

So far as attendance authorities are concerned, my friend Sri Mallaradhyha has made a detailed observation. Unless you appoint persons who have implicit faith in this scheme, no purpose will be served. We know so far as prohibition is concerned that because we entrusted it to those people who have no faith, it has been a failure to a large extent. Therefore, I suggest that persons who have implicit faith in this scheme of things have got to be appointed as Attendance Authorities in order to see that it successfully functions.

With regard to clause 7 'Reasonable excuse for non-attendance', even other circumstances may be deemed to be a reasonable excuse for non-attendance. It would have been better if it had been merely mentioned that if the student has reasonable excuse, non-attendance is permissible.

Clause 10 relates to 'children not to be employed so as to prevent them from attending school.' Supposing they are at large. No penalty is suggested. In case it is done, what is the measure to be taken to enforce it, is not mentioned in the clause.

In respect of the constitution of the Primary School Panchayat Court, several friends have already referred to it. Sri V. Srinivasa Shetty suggested that at least two officers or Magistrates may be appointed. I suggest that it is better to constitute Honorary Panchayat Courts. People who are interested in education may be asked to serve on the Panchayat courts. The functioning of Panchayat courts as contemplated in the Bill is very difficult because they would be in the position of incurring displeasure and they may take sides with parties with the result that the question would be biased and no justice would be done. So, it is better to constitute the Bench Courts so that this scheme could be made a success. No doubt, they have been abolished, but we may revive them. If the work is entrusted to the Magistrate, it would not be possible for him to dispose of all the cases. So, in the taluk levels, Bench Court may be constituted.

As my friend Sri Narasimhan has pointed out, without proper emoluments, it would not be possible to successfully implement the scheme. It has been suggested by justice Rajadhaksha that between class IV and class III, it should be 1: 180 per cent. If the emoluments of the teachers are not bettered, I do not think there would be sufficient incentive to implement the scheme successfully.

Sir, in respect of constructing schools, it has been suggested that 400 school rooms would be constructed during 60-61. It means, Government would be giving 1,000 rupees to each room. Formerly, Government used to give 60 per cent contribution for this purpose. Now, the local bodies have to contribute the rest of the 2,000 rupees in addition to the

(Smt. GRACE TUCKER)

amount of 1,000 rupees given by the Government. In the rural areas, it would not be possible for the people to contribute this big amount. I request the Government to be more liberal and contribute 60 per cent. In respect of quarters to women teachers, Government should take interest to see that more quarters are constructed in rural parts so that this scheme is implemented successfully. There are many defects in the provisions of this Bill and I hope the Hon'ble Minister will easily rectify them. I know he is very enthusiastic and he can secure the co-operation of all the members of this House. I take this opportunity to wish him success in this matter.

†Sri B. R. SUNTHANKAR (Belgaum City).—Mr. Speaker, Sir, thank you for giving me a chance to speak on this Bill. Sir, this is a very welcome Bill. It is a matter of satisfaction, though at this late stage, that the Government is trying to fulfil the directive principle of the Constitution. Article 45 of the constitution lays down the upper limit of 14 years of age for the compulsory education. As a matter of fact, this Government should have provided for compulsory education up to the age of 14. Any how, now that they have made a beginning, it is our duty to welcome this measure.

Sir, this is a heavy task and it requires great amount of concentrated efforts on the part of the Government as well as the public. Very laborate arrangements will have to be made by Government and the co-operation of the public should be secured in this respect. Experience in areas where this scheme of compulsory education is in force, is not very encouraging. There are a number of problems and a number of difficulties in the way and such difficulties will have to be overcome. One thing is certain and that is, unless the Government is able to get the co-operation of the people, this scheme will not be a success. So, insistent propaganda will have to be made throughout the State, by getting the assistance of the local agencies, by the help of the Gram Panchayats and Local Boards, Local institutions, Public institutions, social organisations; assistance from all these should be obtained. This message of compulsory primary education must reach each and every house—even the remotest corner of the State.

Then, Sir, as my Hon'ble friend Sri V. S. Patil has pointed out, there is no compulsion on the Government. As to the execution of the scheme, it is left to the whims of the Government. There is compulsion on the people but there is no compulsion on the Government.

There should have been some definite directive to the Government in this Bill to start the scheme on a definite day and to cover all the State within a definite period of years. It is lacking.

For want of time, I will deal with a very important aspect of this bill from my view-point or the point of view of my area. In Clause 4 there is a reference to the mother-tongue of the boys. As regards the mother-tongue of the linguistic minorities this Government has been neglecting

the interests of the linguistics, minorities. That is our charge. Government has been callous to them. The Hon'ble Minister every time every year, holds out assurances that the interest of the linguistic minorities will be safeguarded and protected.

Sri ANNARAO GANAMUKHI.—We are protecting their interests.

Sri B. R. SUNTRANKAR.—But there has been no change in the policy of neglecting these areas. That is our grievance for the last four years.

Sri ANNARAO GANAMUKHI.—You are a gloomy prophet. How can we help?

Sri B. R. SUNTHANKAR.—That is our experience. Experience tells. The Hon'ble Minister has been holding our assurances and giving promises but he is not very keen to implement them. Not a day passes when we do not hear complaints regarding the grievance of Marathi speakers and the hardships they have to undergo in this State. I have put in questions concerning the Marathi schools in our district. Through the answers of the Hon'ble Minister we know that a large number of Marathi schools have no adequate teachers.

Sri ANNARAO GANAMUKHI.—Even Kannada schools have no teachers.

Sri B. R. SUNTHANKAR.—But the proportion in Marathi school is higher. I know of Kannada Schools having more than adequate number of teachers.

I can speak with authority in matters concerning the Marathi speaking area.

Sir, according to the statistics supplied, there are 6% Marathi speakers in the whole State. Of this 3% reside in our border area. The rest reside in the interior areas of the State. There are primary Marathi schools in our border areas but what about the interior areas where there are thousands of people, particularly in the old Mysore area. Have the Government provided primary schools for Marathi speakers in the old Mysore area?

Sri ANNARAO GANAMUKHI.—There is provision.

Sri B. R. SUNTHANKAR.—Under Article 350 (A) of the Constitution, it is obligatory on the Government to provide adequate facilities for instruction through the mother tongue at the primary stage of education to children belonging to linguistic minorities. May I ask whether the Government has fulfilled this obligation

Smt. GRACE TUCKER.—If the Hon'ble Member would yield, wherever Marathi speaking people come forward ask for Marathi schools, we have been giving them.

Sri B. R. SUNTHANKAR.—My contention is that the Government should wait for people to come forward with complaints or make remarks. Article 350 casts an obligation on the Government to provide elementary education in the mother-tongue to the linguistic minorities. My hon'ble friend Sri B. L. Narayanaswamy told me when I was discussing the matter with him that the Telugu speaking people of Kolar, who form 60% of the population, find a difficulty in learning in their mother-tongue.

Sri ANNARAO GANAMUKHI.—He has never complained to me. why should you take up the case of Mr. Narayanaswamy.

Sri C. J. MUCKANNAPPA—Is the Hon'ble Member prevented from referring to the opinion of another Hon'ble Member?

Sri B. R. SUNTHANKAR.—Let the Hon'ble Minister have some patience. Let him bear with me. Mr. Narayanaswamy's difficulty is there.

Sri ANNARAO GANAMUKHI.—Absolutely there is no difficulty.

Sri B. R. SUNTHANKAR.—He has expressed it to me. The Hon'ble Minister need not plead on his behalf. Mr. Narayanaswamy's difficulty is that if the Telugu boys are taught Telugu in the primary classes, it is difficult for the Telugu boys to compete with the Kannada boys in the later stages. That is why they do not want to take to Telugu teaching or Telugu instruction but it is the duty of the Governments, as laid down by the Constitution, to provide compulsory primary education in the mother tongue of the linguistic minorities. My charge that they have been very negligent in this respect.

Sir, Government is trying to make compulsory teaching of Kannada in the primary schools. According to the new syllabus teaching of Kannada has been made compulsory in the 3rd and 4th standards. In Marathi areas, the people resent this. There has been agitation against this. We have made suggestion to the Committee which was entrusted with the task of framing the syllabus. We said: please, do not make Kannada compulsory. Leave it to the boys and their parents. The Borders of this State in relation to my area is in dispute. A four-man Border Committee has been appointed. That Committee is dealing with this question. This will be settled in the near future.

Sri ANNARAO GANAMUKHI.—Now the cat is out of the bag.

Sri B. R. SUNTHANKAR.—I do not understand why the Government is such mighty hurry to impose Kannada in Marathi areas. Why this attempt at Kannadisation of Marathi speakers. Government is showing an attitude of victimisation and revenge.

Sri K. F. PATIL.—Is there a provision for that in the bill.

Sri B. R. SUNTHANKAR.—The bill deals with primary education. I am not going out of the way. Primary education is most important and it affects the linguistic minorities. I am pleading their case. I repeat that the Government is manifesting an attitude of revenge and vindictiveness in this respect.

Sri ANNARAO GANAMUKHI.—There is no provision here to make kannada compulsory for primary education. That is done in the mother tongue.

Sri B. R. SUNTHANKAR.—The grant to schools which do not under take to teach in Kannada in the 3rd and 4th standards have been withheld last year by the Educational Inspector in that district. What is this? Is this not vindictiveness? Does it not show an attitude to revenge? I have been receiving letters and telegrams from Belgaum district that the grants have been withheld. You want to retain us in this State forcibly, against the wishes of our people, in spite of their wishes. over and above, you want to impose all these restrictions on us.

Smt. GRACE TUCKER.—May I inform the Hon'ble Member that all the linguistic minorities. i.e., people whose mother tongue is other than Kannada, let them be Tamils, Malayalees or Marathi, all of them are offered Kannada for 3rd Class and Hindi for 4th classes and then English from 4th class onwards.

Sri B. R. SUNTHANKAR.—But our area should receive a different treatment. It is a disputed area. We say: make Kannada optional. If the boys suffer thereby, they are responsible for it.

Do not make it compulsory, make it optional. So Sir, my request is again—I appeal to the Education Minister, I appeal to the Government to give due consideration to the demands and requirements of the linguistic minorities in the State. Do not try to impose what they do not want.

Sir, I appeal to the Government to make all the necessary provision to give all adequate facilities according to to article 350 (a) of the Constitution to linguistic minorities and see that interrests of the boys are safeguarded, their education and culture are safeguarded.

Mr. DEPUTY SPEAKER.—The debate will conclude. The Hon'ble Minister will reply to morrow.

The House will now rise and meet tomorrow at 8.30 A. M.

The House adjourned at Five Minutes past Six of the Clock to meet again at Thirty Minutes past Eight of the Clock on Saturday the 22nd April 1961.
